



A STUDY ON THE ATTITUDES OF THE TEACHERS TOWARDS ICT IN THE INCLUSIVE CLASSROOM

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ABSTRACT

Incorporation has added diversity to the schools of the 21st century and raised difficulties for teachers who have to tailor their instruction to various classes of children. Inclusion and Information and Communication Technology (ICT) constitute a area of considerable research importance in today's society. In that sense, teachers' attitudes towards ICT play a significant part towards an egalitarian classroom. This article summarizes several findings of something like a research aimed at deciding how well the educator are using and implementing information and communication technology (ICT) in comprehensive classes. These would not only recognize causes which foster sustainable academic strategies enabled through ICT. This analysis is primarily focused along the supplementary database approach used. This will further encourage equitable as well as cultural initiatives within educational ecosystems and therefore is identified as that of a significant element well into the implementation of appropriate academic practices with perhaps the help of ICT.

KEYWORDS: Teaching attitudes; information and communication technologies; inclusive education.

I. INTRODUCTION:

As shown by [1] 'Inclusive education' has always been a concept used in European Union and International and national policy publications that suggests that equitable reading and writing opportunities should be offered in traditional schools that are equipped to serve all learners irrespective of their individual character traits. It is argued that inclusive education requires access (e.g. open curricula and instruction, responsive classrooms and suitable technology), quality curriculum (e.g. curriculum that respects human preferences, personality patterns, skill performance, etc.) and values (e.g. fair opportunity for all pupils, encouragement of participation, absence of prejudice, etc.) A series of controversies have been generated by the advent of comprehensive education as a philosophy in the 1990s, which opposed the discrimination of autistic pupils by the use of existing special education schemes. Maybe the two most relevant arguments have taken place on the competing views of 'exclusionists' and 'special educators' [2] and the misuse of the word 'inclusion,' it is also been utilized to characterize programs and procedures that simply eliminate autistic individuals [3]. Even though inclusive education focuses primarily on students with a disability, a broader approach to inclusion stresses that a larger variety of learners, including those of a particular national, religious, cultural or linguistic context, deserve quality education [4].

Instructor professionals relentlessly seek possibilities of increasing the productivity of inclusive education systems, while at the similar point, there is continuous discussion as to what elements are required to tackle inclusive education in educator training designs. Multiple workshops address different facets, such as knowledge and abilities and constructive inclusive attitudes and how to contact with disabled people. [5] [6]. Nevertheless, it does not only include defining the component parts of appropriate strategies for teacher education to train teachers to follow a more holistic approach to teaching, but also takes note of the circumstances in a given region, such as cultural context, the historical and political evolutions of teaching and the complexity of educational systems and schools. It is a complicated and daunting undertaking. Using features considered to be efficacious in a course or an inclusive educational program, students that graduate with differing views about comprehensive learning. That might be because the learner-educators have not been sufficiently equipped to establish their individual professional contribution to integration, or that the student's moral understanding of the teacher's role in teaching children with special needs is at odds with the values expressed in the program or accepted by the professional instructors [7] [8].

II. LITERATURE REVIEW:

It is an ever changing world. Over the past two decades, there has been a significant rise over development in the area of education, and it has been recognised by words such as teaching and/or preparation assistance. Learning and educational resources such as the use of screen projectors, TV, airwaves, video and audio cassette tapes, etc., in education and learning scenarios. Further incorporation of technological advances in the teaching and learning process is considered by plenty of academics and hopes to improve the efficiency of students and staff, and also to make large volumes of knowledge accessible. [9] that there are 3 factors for engaging in technology: (1) to improve students' skill and interest in implementing accurate environments, what schools and states have defined as learning and activities that students will recognize and be able to do; (2) to train learners for growth in a technology-centric field of work; and (3) Lay the founda-

tion for learners for information management and usage in order to be successful and conscientious lifelong learners and people. Therefore, the application of technology in classroom learning has been shown to improve the success and inspiration of teachers and students..

A. The Use of ICT for Educational Purposes:

In [10] established three priorities that differentiated the usage of ICT in education like: the application of ICT as a research tool, the view of ICT as a feature of a specific field or profession and ICT as a teaching and learning medium.

In [11] identified ten reasons for the use of technology in schools:

1. Technology makes it possible for educators to contextualize advice and guidance, something that encourages students learn as well as evolve through their own pace in a dangerous environment;
2. Students must have exposure, assessment and communication skills and knowledge;
3. Technology can improve the quantity and quality of student thought and writing with the use of word processing program;
4. Technology will build and allow students to coordinate, analyse, interpret, calculate and improve their own research;
5. Students can empower their creative side with the help of Technology;
6. Technology gives students access to external services;
7. Technology will provide students with fresh and exciting learning experiences;
8. Education must feel confident using the machine, as they are becoming an increasingly important part of the life of education;
9. Technology provides students with opportunities to work meaningfully, and;
10. Schools must boost efficiency and effectiveness.

Teachers are also supposed to be making effective use of modern learning technologies and to build successful learning tools.

Morgan [12] argued that when machines are being used, there are multiple learning mechanisms involved, such as:

1. collecting information;
2. educators as coordinator;
3. Inclusion of conceptual training;

4. One-to-one communication;
5. extended imagination, and
6. Checking new skills.

Murphy describes the learning outcomes arising from the use of computers in the classroom in [13] as follows:

1. social development,
2. problem-solving,
3. professional interaction,
4. academic research and
5. Discovery.

Technologies frequently developed a decisive role in the educational field. Studies have even shown that technology incorporated into traditional classroom facilitates higher learning and cognitive skills amongst learners. This has been proven to have beneficial impact on language acquisition and has been an important part of curriculum and has applied as instructional tools in the classroom [14].

There is a tremendous amount of curiosity in learning more about the possible application of ICT in classrooms. [15] identified a variety of factors why technology in general and computers in particular may be of interest to schools. This included rationales related to social and economic priorities, like lowering the price of tuition, promoting the computing sector, training students for jobs and life in a technology-driven world, and rendering the school more appealing to its future customers. The goal of public programs is to promote the use of computing technology in schools by introducing virtual laboratories and embedding existing classrooms with interactive devices to facilitate and sustain modern classroom learning [16].

B. Teachers' Attitudes towards the Use of ICT:

Several researchers have performed more detailed analyses to clarify the behaviours of students. Only experiments of in-service teachers are analyzed here. In terms of gender, a minimum of ten studies found zero discrepancy among both genders of teachers [17]. Around handful of studies have found that female teachers are more optimistic around inclusion than male teachers [18]. Just two studies, all of high school teachers, showed that male teachers were more optimistic toward inclusion than female teachers.

Teacher ages were either equivalent in research to their attitudes towards inclusion [18] or marginally more young teachers were more welcoming than the older ones [19], three times higher in research.

The "teacher effectiveness to adopt the Inclusive Practices Scale" (TEIP), developed by [20], among the scales used for the measurement of this model, is the most commonly used in inclusion studies. The findings indicate that TEIP ratings have a strong correlation with the egalitarian mind-set of teachers. Among in-service teachers [21], however, the correlation coefficient was almost the value of ≈ 40 but just 05 to 0.09 among restoration teachers [22]. Another method, [23] "Teachers' Sense of Effectiveness Scale" (TSES) tests teachers' performance more broadly. The TSES ratings and strategies for inclusion in a survey of preschool programs and service teachers have not been correlated, however, with TEIP's. [23] Have not been included in any one research.

Such factors also analyzed included special education instruction of teachers, their experience with SEN pupils and their level of previous interaction with disadvantaged persons. More optimistic approaches to incorporation have arisen in the latter dimension. The training impact has been strongly associated with holistic attitudes as it has in the most cases experience [24]. As such, training has always also had a positive influence on inclusive attitudes (e.g. However, quasi-experimental methods have been used in studies, but cannot establish causal connections. Teachers who also have a strong appetite towards participation will therefore be more likely to invest in preparation and have more specific know-how. The behaviours of teachers are closely linked to their schools, which is why professional instructor roles were always the most effective category [25] in comparison, classroom principal was more positives than instructor [20] and students were more optimistic than students in high school.

III. OBJECTIVE:

The objectives of the paper are,

- To study the attitudes of the teachers towards the ICT play an important role in the inclusive classroom.
- To identify those factors that favour the development of good educational practices of teaching-learning processes with ICT support

IV. METHODOLOGY:

There are numerous infinite sources of knowledge that can be obtained in order to conduct secondary data analysis. The researcher must use the data gathered before the study is carried out and could be used before that for any other purpose. The tools most widely used for gathering data include the following: books, magazines, essays, newspapers (both instruction and e-journals), financial records and other internal operational documentation.

V. SUGGESTIONS AND RECOMMENDATIONS:

Speaking honestly, communication and information technology is the secret to living in our new industrial world. In order to empower our students to become literate, lifelong learners and active citizens of the 21st century, ICT must always be effectively incorporated through both the education system and its teaching activities. Are there two big factors which have already influenced learning and transformed our school-level education system in India in the past actually. Furthermore, the exponential advances in the area of information and communication technology and, simultaneously, the attitude of probing as to what the applicant would need to learn and be able to do in order to excel in the twenty-first century. Via this study and based on its conclusions, the particular issues have been discussed in selected schools; below are a few recommendations from three separate viewpoints concerning the implementation of new ICT teaching policies and for potential ICT researchers.

- (a) *Students' Views:* ICT offers students with resources for more efficient collaboration and improvement of expertise in reading, particularly critical literacy skills.
- (b) *The teachers' view point:* ICT is a learning guide for teachers, a mode of distribution to classrooms and a source of relevant and useful styles of content.
- (c) *The point of view of administrators/political makers:* it is a valuable resource to research, write, react and display.

VI. CONCLUSION:

This research explores the extent of ICT use in teachers and their attitudes to using ICT for education. The current research helped to examine the use of information and communication technology in the teaching and learning process. This is an important factor and sufficient to secure the possibility to use technology in educational contexts, if enough computing tools are modified and properly functioned. One of the most significant reasons for delivering effective instructional instruction in favour of ICT skills are the enhancement of learning and knowledge acquisition; the ability to adapt of assignments and activities to the heterogeneous characteristics of students; the ability to improve the autonomous, individual and cooperative function of students; and the opportunity for assessing instructional assignments or classroom practices. Inclusive training and ICT management's commitment is a key factor in the formation of enthusiasm and motivation in the lecturers.

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